State Normal School

Worcester, Massachusetts

FIFTY-FOURTH YEAR, 1927-1928

THE STATE NORMAL SCHOOL AT WORCESTER

THE CALENDAR

1927

January 3, Monday	Christmas recess ends; classes resumed.
January 17–21, Monday to Friday inclusive	Semester examinations.
January 21, Friday	First semester ends.
January 24, Monday	Second semester begins.
February 22, Tuesday	Washington's Birthday, a holiday.
February 26—March 6, inclusive	Midterm recess.
April 19, Tuesday	Patriots' Day, a holiday.
April 30—May 8, inclusive	Spring recess.
May 19 and 20, Thursday and Friday	Visitors' Days, Training School.
May 20, Friday	School Field Day.
May 30, Monday	Memorial Day, a holiday.
June 2 and 3, Thursday and Friday	First entrance examinations.
June 15, Friday	Senior Class Day
June 20, Monday	Principal's Reception to the Graduating Class.
June 21, Tuesday	Graduation Exercises.
June 22, Wednesday	Midsummer vacation begins.
September 12 and 13, Monday and Tuesday	Second entrance examinations.
September 14, Wednesday	School year begins.
September 16, Friday	Reception to the first year students.
October 12, Wednesday	Columbus Day, a holiday
November 24, Thursday	Thanksgiving recess begins.
November 28, Monday	Classes resumed.
December 24, Saturday	Christmas recess begins.

1928

January 3, Tuesday	Christmas recess ends; classes resumed.
January 16–20, Monday to Friday, inclusive	Semester examinations.
January 20, Friday	First semester ends.
January 23, Monday	Second semester begins.
February 22, Wednesday	Washington's Birthday, a holiday.
February 25—March 4, inclusive	Midterm recess.
April 19, Thursday	Patriots' Day, a holiday.
April 28—May 6, inclusive	Spring recess.
May 17 and 18, Thursday and Friday	Visitors' Days, Training School.
May 18, Friday	School Field Day.
May 30, Wednesday	Memorial Day, a holiday.
June 7 and 8, Thursday and Friday	First entrance examinations.
June 15, Friday	Senior Class Day.
June 18, Monday	Principal's Reception to the Graduating Class.
June 19, Tuesday	Graduation Exercises.
June 20, Wednesday	Midsummer vacation begins.
September 10 and 11, Monday and Tuesday	Second entrance examinations.
September 12, Wednesday	School year begins.
September 14, Friday	Reception to first year students.
October 12, Friday	Columbus Day, a holiday.
November 29, Thursday	Thanksgiving recess begins.
December 3, Monday	Classes resumed.
December 22, Saturday	Christmas recess begins.

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio*

Term expires

1927. ARTHUR H. LOWE, Fitchburg.
1927. WALTER V. McDUFFEE, Central High School, Springfield.
1928. A. LINCOLN FILENE, 426 Washington Street, Boston.
1928. THOMAS H. SULLIVAN, Slater Building, Worcester.
1929. SARAH LOUISE ARNOLD, Lincoln.
1929. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.

Division of Elementary and Secondary Education and Normal Schools

FRANK W. WRIGHT, *Director.*

BURR F. JONES	*Supervisor of Elementary Education.*
FRANK P. MORSE	*Supervisor of Secondary Education.*
ARTHUR B. LORD	*Research and Statistics.*
HARRY E. GARDNER	*Registration of Teachers.*
CARL L. SCHRADER	*Physical Education.*
FLORENCE A. SOMERS	*Assistant in Physical Education.*

FACULTY.[1]

WILLIAM B. ASPINWALL, A.B. (Harvard), Pd.M. (New York State College for Teachers), Ph.D. (University of Paris), Principal . . . 1 Normal Street.
Education and Ethics.

LEE RUSSELL, B.Sc. (Worcester Polytechnic Institute) . . 27 Windsor Street.
Practical Science, Supervision of Apprentices.

M. HARRIETTE BISHOP, A.B. (Barnard) (Oswego, N. Y., State Normal School) . . . . . 1 Normal Street.
Chief Supervisor, Department of Apprenticeship, Education.

JESSE W. HUBBARD, A.B., A.M. (Indiana) . . . . . 35 May Street.
Geography.

MARY B. PRATT, B.S., A.M. (Columbia) . . . . . 30 Chestnut Street.
Supervisor of Apprentices, History and Geography Methods, School Law.

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark) . . . 5 Rupert Street.
Psychology, Education, Hygiene.

MARGARET B. TOOLE (Worcester, Mass., State Normal School) 35 King Street.
Penmanship.

ANNABEL C. ROE, A.B. (Mount Holyoke) . . . . 38 Somerset Street.
Literature and Story-telling.

MYRA A. FITCH (Castine, Me., State Normal School) . . . 15 Irving Street.
Principal of Training Department, Supervision of Apprentices.

ISABEL H. MURRAY (Salem, Mass., State Normal School) . 28 Windsor Street.
Mathematics, Supervision of Apprentices.

FLORENCE G. HOLDEN, B.S. (Boston University) (Worcester, Mass., State Normal School) . . . . . Holden, Mass.
Reading and Language.

MARGUERITE C. MCKELLIGETT, A.B. (New York State College for Teachers) . . . . . 39 School Street, Warren, Mass.
French, Supervision of Apprentices.

ANNA A. KINGMAN, A.B. (Wellesley) (Anne L. Page Memorial Kindergarten Training School) . . . . . Salem End Road, Framingham, Mass.
Kindergarten-Primary Training, Supervision of Apprentices.

RUTH F. ATKINSON (Wellesley, Department of Hygiene) . . The Aurora.
Physical Training, Playground Games, Hygiene.

GRACE CLEE SMITH (Springfield, Mass., City Training School) (Boston Mass., Normal Art School) . . . . . 8 Berkshire Street.
Fine and Practical Arts.

ALFRED D. MUELLER, A.B., Ph.M. (Wisconsin) . . . Shrewsbury, Mass.
Education and Psychology.

LOIS C. RICKETTS (Lowell, Mass., State Normal School) 35 Institute Road.
Music and Story-telling.

[2]FREDERICK M. CUTLER, A.B. (Columbia), A.M., Ph.D. (Clark) 12 Boynton Street.
History and Social Science.

THEODORE S. CURRIER, A.B., A.M. (Maine) . . . . 7 Auburn Street.
History and Government.

GERTRUDE V. WHEELER (Oneonta, N.Y., State Normal School) . . . . . 70 Woodland Street.
Supervisor of Apprentices, Elementary Methods.

NATALIE H. HODGDON, A.B. (Wellesley) . . . . . 53 Institute Road.
Nature Study, Biology and Hygiene.

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[1] Except the principal, arranged in order of appointment.
[2] Resigned

WILLARD A. GALLOTTE, B.S. (Worcester Polytechnic Institute), Substitute for 1926-1927 . . . . . Auburn, Mass.
Higher Mathematics.

EDMUND C. OSBORNE, A.B. (New York State College for Teachers), A.M. (Columbia) . . . . . Worcester, Mass.
Higher Mathematics and Social Science.

MARION J. GALLOTTE (Perry Kindergarten Normal School), Substitute for 1927-1928 . . . . . Auburn, Mass.
Supervisor of Apprentices.

MYRTIE I. WEBBER . . . . . 5 Iowa Street.
Secretary to the Faculty.

WINIFRED C. FITCH . . . . . 15 Irving Street.
Librarian.

MARY H. RICE . . . . . Stoddard Terrace, Prospect Street.
Matron of the Dormitory.

JOHN P. JOHNSON . . . . . 1 Frank Street.
Chief Janitor.

SCHOOL OF OBSERVATION.

The Elizabeth Street School.

(Affiliated with the normal school for the purpose of observation.)

EMMA M. PLIMPTON	Principal.
[1]GERTRUDE M. DODGE	Grade 8.
MARY T. DONNELLY	Grade 8.
ALICE E. SINNOTT	Grade 7.
MAUDE A. WILLARD	Grade 6.
AGNES S. ROUGVIE	Grades 5, 6.
MARGARET E. MAHER	Grades 4, 5.
MAY L. BROOKS	Grade 3.
MARION HARNEY	Grade 3.
MARTHA E. PECK	Grades 2, 3.
MARGARET J. SHEA	Grade 2.
MAY J. M. LARKIN	Grade 1.
DOROTHY E. MCQUEENEY	Grade 1.
IRENE M. KENNEDY	Fresh-air Room
FRANCES S. TOMAJAN	Kindergarten.

[1] Resigned May 1, 1927.

STATE NORMAL SCHOOL

WORCESTER, MASSACHUSETTS

AIM AND PURPOSE OF THE SCHOOL

The Department of Education by a vote passed May 6, 1880, stated the design of the school and the course of studies for the state normal schools as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

I. Application for Admission.—Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.,

The following regulation issued by the Department of Education governs the receipt of applications:—

Application for admission to a state normal school will be received by the several schools from members of the senior class in secondary schools on and after January 1 of the year in which admission is sought.

Candidates who apply and do not gain admission during that year must reapply under the same conditions governing dates.

II. Blanks to be Filed by the High School Principal.—The principal of the high school last attended is expected to fill out two blanks—one giving the "High School Record" and the other a "Rating of Personal Characteristics"—and send them to the principal of the normal school.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—A candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. (See page 25).

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one fourth of a full year of work for a pupil of normal ability. To count as a unit the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one half as much as time in recitation.

4. *Personal Characteristics.*—The "Rating of Personal Characteristics", and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements.—Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American History and Civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in Drawing.

1. *Certification.*—Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[1] of the graduating class of a Class B high school.

2. *Examination.*—Any candidate not securing credit by certification for ten units must secure credit in the remaining number of units by examination in subjects chosen from the list in Section V.

V. List of Subjects for Certification or Examination.

Required.

English Literature and Composition	3 units.
American History and Civics	1 unit.

Elective.

The candidate may choose the six elective units from any of the units listed below, but these units must be so distributed that the number offered in any field shall not exceed the following:

Social Studies	3 units.
Science	3 units.
Foreign Language	4 units.
Mathematics	3 units.
Commercial Subjects	2 units.
Fine and Practical Arts	2 units.

Social Studies.

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

Science.

General Science	½ or 1 unit.
Biology, Botany, or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

Foreign Language.

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics.

Algebra	1 unit.
Arithmetic	1 unit.
College Review Mathematics	1 unit.
Geometry	1 unit.

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[1] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

COMMERCIAL SUBJECTS.

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

FINE AND PRACTICAL ARTS.

Home Economics	1 or 2 units.
Manual Training	1 unit.
Drawing	½ or 1 unit.

The five additional units, however, necessary in order to make up the 15 units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. METHOD OF SELECTION OF CANDIDATES IN CASE OF AN EXCESS OF APPLICANTS.—If the number of applicants for admission is, on July 1, in excess of the number that the facilities of the school will accommodate, the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of the personal characteristics of *all* applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the school has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.
(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high-school principal, a mark of "A" will be given 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, Page 74.)

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair", 1½ points; "Poor", 1 point.

Each applicant must also pass a satisfactory physical examination before final admission can be gained.

VII. FILING OF APPLICATION FOR ADMITTANCE.—Application blanks should be filed as soon after January 1 of the senior year of the applicant as is convenient, and must be filed before June 15 of that year.

VIII. PLACE, TIME, AND DIVISION OF EXAMINATIONS.—Entrance Examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

IX. ADMISSION AS ADVANCED STUDENTS.—A graduate of a Normal School or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

X. ADMISSION OF SPECIAL STUDENTS.—When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

CURRICULA.

Three curricula are offered as described on the following pages. These curricula comprise:

(I) *A two-year elementary school teachers' curriculum*, designed for students preparing to teach in the first six grades of the elementary school;

(II) *A two-year kindergarten-primary curriculum*, designed for students preparing to teach in the kindergarten or the first three grades of the elementary school;

(III) *A four-year curriculum*, leading to the degree of BACHELOR OF SCIENCE IN EDUCATION, designed for students preparing to teach in the elementary school or in the junior or senior high school.

If the number of applicants for admission who are able to meet the entrance requirements should in any one year exceed the accommodations of the school, the number that may be admitted into any curriculum will, in accordance with the regulations of the department of education, be necessarily limited.

I. Elementary School Teachers' Curriculum.

A two-year course, designed for students preparing to teach in the first six grades of the elementary school.

First Year					*Second Year*				
Name and Number of Course	Number of Weeks	Periods Weekly of—			Name and Number of Course	Number of Weeks	Periods Weekly of—		
		Recitation	Laboratory and Demonstration	Preparation			Recitation	Laboratory and Demonstration	Preparation
Art 11	19	4	—	4	Art 12	19	4	—	4
Education 11	38	1	1	2	Education 14, 15, 16, 17	28	3	—	6
Education 12	19	1	—	2	English 13	19	3	—	3
Education 13	19	4	—	4	Geography 13	19	2	1	3
Education 48	19	3	—	3	History 18, 19	10	6	—	6
English 11, 12, 19	19	7	—	7	Literature 12	10	5	—	5
Geography 11, 12	19	4	2	6	Mathematics 12	10	5	—	5
History 12	19	4	—	4	Music 1	38	1	—	—
Literature 11	19	3	—	3	Music 12	19	2	—	2
Mathematics 11	19	3	—	4	Physical Education 12	19	1	1	3
Music 1	38	1	—	—	Science 13	19	1	1	3
Music 11	19	2	—	2	Practice Teaching	19	Four days		
Physical Education 11	38	1	1	3					
Science 11, 12	19	4	3	6					

II. Kindergarten-Primary Teachers' Curriculum.

A two-year course, designed for students preparing to teach in the kindergarten and the first three grades of the elementary school. Students wishing to elect the curriculum of the kindergarten-primary teachers' department must (1) be able to play the piano readily and must possess a voice whose tones in singing and speaking are true and pleasing; (2) show an earnest and sympathetic understanding of very young children; and (3) manifest a consciousness of the present-day ideals of social service.

First Year					*Second Year*				
Name and Number of Course	Number of Weeks	Periods Weekly of— Recitation	Laboratory and Demonstration	Preparation	Name and Number of Course	Number of Weeks	Periods Weekly of— Recitation	Laboratory and Demonstration	Preparation
Art 11	19	2	—	2	Art 12	19	5	—	4
Education 11	19	1	—	2	Education 16, 48	28	4	—	4
Education 12	38	1	1	2	English 13	19	3	—	4
Education 13	19	4	—	4	History 12, 18	19	4	—	5
English 11, 12, 19	19	7	—	7	Kindergarten 25, 26, 27, 28, 29	19	7	1	11
Geography 11, 12	19	4	2	6	Literature 12	10	3	—	3
Kindergarten, 21, 22, 23, 24	38	7	1	11	Mathematics 12	10	5	—	5
Literature 11	19	3	—	3	Music 1	38	1	—	—
Mathematics 11	19	3	—	4	Music 12	19	2	—	2
Music 1	38	1	—	—	Physical Education 12	19	1	1	2
Music 11	19	2	—	2	Practice Teaching	10	4 days		
Physical Education 11	38	1	1	2		9	4 half-days		
Science 11	19	2	2	4					

III. Four-year Curriculum, Leading to the Degree of Bachelor of Science in Education.

Note.—Students desiring to complete first the two-year elementary school or kindergarten-primary teachers' course will take the courses outlined above under that heading or as given in the catalogues of the several State Normal Schools. Graduates from the two-year courses and from the three-year course in any Massachusetts State Normal School are enabled, by completing the work required for this degree, to improve their preparation for teaching in the first six grades of the elementary school or to fit themselves to teach in the upper grades of the elementary school. To qualify for teaching in the junior or senior high school, students must devote the entire four years to their preparation. Those entering the first year as candidates for the degree will be asked to elect two departments in which they desire to do intensive work with a view to teaching these subjects in junior or senior high schools. At the present time the election of these major subjects may be made from the following departments: English, French, Geography, History and social science, and Mathematics. It is expected that Latin will be added to these departments in the near future.

The descriptions of the different courses will be found on pages 9 to 23. It should be noted that the right is reserved to withdraw any course in which the number of students electing it is not sufficiently large to justify the formation of a class. In choosing their major subjects, students should be guided by their natural abilities, their interests, and their previous training.

Name and Number of Course	Number of Units	Periods Weekly of— Recitation	Laboratory and Demonstration	Preparation	Name and Number of Course	Number of Units	Periods Weekly of— Preparation	Laboratory and Demonstration	Preparation
First Year					*Second Year*				
Education 41	3	3	1	2	Education 44	2	2	—	4
Education 42	2	4	—	8	English 42—Literature 42	3	3	—	6
Education 43	2	2	—	3	History 43	4	4	—	8
English 41	4	4	—	6	Mathematics 41	2	2	—	4
History 42	3	3	—	6	Physical Education 42	1	—	2	3
Physical Education 41	1	—	2	3	Science 42	3	2	2	5
Science 41	3	2	2	5	Electives	6	8	—	16
Elective	3	3	—	6					
Third Year					*Fourth Year*				
					Education 46	2	—	4	2
Education 45, 45a	3	4	—	8	Education 47, 49, 50	4	4	—	8
English 43—Literature 43	3	4	—	8	History 49a	3	3	—	6
History 49	3	4	—	6	Physical Education 44	1	—	2	3
Physical Education 43	1	—	—	3	Electives	9	9	—	18
Practice Teaching— 9 weeks	5				Practice Teaching— 1 period per day, 19 weeks	2			
Electives	6	8	—	16					

THE COURSES OF INSTRUCTION.

Note.—Courses offered to students taking the Four-year Curriculum are evaluated in *units*. To qualify for the degree, a student must complete satisfactorily courses aggregating eighty units of class work and teaching, and four units of physical education. Since many institutions employ the system of semester-hours, requiring one hundred and twenty semester-hours of credit in order to qualify for a degree, these units may easily be converted into semester-hours by noting that one unit is equal to one and one-half semester-hours. Thus

Eighty units	= one hundred and twenty semester-hours
One and one-half units	= two and one-quarter semester-hours
Two units	= three semester-hours
Three units	= four and one-half semester-hours
Four units	= six semester-hours.

In the following courses of the Four-year Curriculum, the values are given in both units and semester-hours.

ART.

11. Representation, Design, and Handwork for Elementary Grades. Miss Smith. First year. Nineteen weeks: four periods weekly; expected outside preparation, four periods weekly. A study of the minimum essentials of the subject, including the principles of drawing that will be required later in the work with or for the children, the elements and principles of design with their application to simple objects of utility and beauty made from appropriate materials.

12. (a) Methods of Teaching Representation, etc., in Elementary Grades. (b) Appreciation and Evaluation of Art. Miss Smith. Second year. Nineteen weeks: four periods weekly; expected outside preparation, four periods weekly. (a) A course in the adaptation of general methods of teaching to the art work, including general discussion of pedagogical principles related to the arts; making of lesson plans and actual teaching in the model school, followed by criticism and conference. (b) Art appreciation and art history, including discussions of the

influence of art in everyday life, supplemented by field trips, illustrating of notebooks, and assigned readings.

401. Art Appreciation. Miss Smith. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A course in art analysis which is designed to develop a habit of recognizing and applying the basic principles of design. This will be accompanied by field trips, museum visits, and frequent use of sketch books.

402. History of Art. Miss Smith. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A study of the influence which art has had and should continue to have on architecture, civic beauty, and industry. Supplemented by field trips, museum visits, illustrating of notebooks, and use of sketch books.

EDUCATION AND PSYCHOLOGY.

11. Observation and Methods of Teaching. Miss Bishop, Miss McKelligett and Dr. Averill. First year. Thirty-eight weeks: one recitation period weekly, one period of observation weekly; expected outside preparation, three periods weekly. A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 24), and thus prepares the students directly for the later apprenticeship in the public schools of the city.

12. Introductory Course in Education. Dr. Aspinwall and Mr. Mueller. First year. Nineteen weeks: one period weekly; expected outside preparation, two periods weekly. Emphasis in this course will be placed upon the function and aims of education, educational values, development of proper study habits in children and the measurement of the results of teaching. Special practice in giving and scoring standard tests will be afforded. Class discussions, assigned readings and reports.

13. Child Psychology. Mr. Mueller. First year. Nineteen weeks: four periods weekly; expected outside preparation, two periods weekly. The aim of this introductory course is four-fold, viz.: to acquaint the student with certain of the more significant facts relating to the mental and moral development of the normal child; to acquaint her with certain of the more common abnormalities of development in children; to arouse in her the sympathetic attitude toward child problems and child life; and to give her practice in observing and testing children.

14. Educational Psychology. Dr. Averill. Second year. Nine and one-half weeks: two periods weekly; expected outside preparation, two periods weekly. A course supplementary to Education 13, based upon experience in practice teaching which students taking the course have had. The aim of the course is further to familiarize the student with the psychological principles underlying the actual situation of the classroom. Particular emphasis is placed upon the learning process, including attention, memory and individual differences.

15. School Management and Professional Ethics. Dr. Aspinwall. Second year. Two-year course: nineteen weeks: one period weekly; expected outside preparation, two periods weekly. A study of the nature and aim of the school, the problems of student conduct, the meaning and problems of control and discipline, the personal qualifications of teachers for the training of children toward right living, and the problems of the teacher's conduct as a member of the teaching profession. Assigned readings and discussions.

16. School Law. Miss Pratt. Second year. Nine and one-half weeks: one period weekly; expected preparation, two periods weekly. A brief survey

of the law of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and acquaintance with the privileges and duties of a public school teacher.

17. Theory of the Kindergarten. Miss Kingman. Second year. Nine and one-half weeks: one period weekly; expected outside preparation, two periods weekly. A course for students not preparing to teach in the kindergarten department designed to acquaint them with the educational aims and spirit of Froebel's teachings and with the modern kindergarten theories as well.

41. Observation and Methods of Teaching. Miss Wheeler and Dr. Averill. First year. Prescribed. Nineteen weeks: three periods weekly; and nineteen weeks: four periods weekly; expected outside preparation, four periods weekly. (Three units or four and one-half semester-hours). A course similar to Education 11, but designed for students in the four-year department.

42. Introductory Psychology. Dr. Averill. First year. Prescribed. Nineteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (Two units or three semester-hours.) This course is designed as an introduction to general and educational psychology for students in the four-year department. Opportunity is given for extensive observation and for simple experimentation. Group projects; individual investigations; assigned readings and reports; lectures, demonstrations, and discussions.

43. Principles of Secondary Education. Mr. Mueller and Dr. Aspinwall. First year. Prescribed. Thirty-eight weeks: two periods weekly; expected outside preparation, three periods weekly. (Two units or three semester-hours.) The aim of this course is to help the student become acquainted with the principles of secondary education. The place of the junior and senior high schools in the secondary education scheme. Pupil accounting. The place and function of the various high school subjects. Extra-curricular activities. Promotion schemes and speed groupings. Educational and vocational guidance. Newer methods of testing results. Marking systems. Individualized instruction. Lectures. Class discussion. Reports. Survey of Educational literature.

44. Experimental Education. Mr. Mueller. Second year. Prescribed. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A laboratory course designed to familiarize the student with the technique of experimentation in education, and to analyze the psychological principles involved in practical problems of teaching and learning.

45. The Adolescent Age:—(*a*) The Psychology of Adolescence; (*b*) Educational Psychology. Dr. Averill. Third year. Prescribed. Nineteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (Two units or three semester-hours.) A general survey of the physical, mental, social, and moral aspects of pubescence and adolescence. The nature of growth and the factors which condition growth. Development of motor powers and functions. Adolescent diseases and defects. Important instincts of the period. Growth of the social self. Unfolding of the emotional life. Psychic changes. Will and the moral self. The rising generation in its relation to the race, to the older generation, and to the future. Youth and amusements. Vocational guidance and counsel. Juvenile delinquency and crime. Religious and moral evolution. Review of adolescent literature and biography. Book reports and seminars. Wide collateral reading. Lectures. Independent individual investigations. Educational content and aim in the light of adolescent psychology. Application of the principles of adolescent psychology to the teaching and training of youth in the schools.

45a. Methods of Teaching in the Secondary School. Mr. Mueller. Third year. Prescribed. Nine and one-half weeks: four periods weekly; expected outside preparation, four periods weekly. (One unit or one and one-half semester-hours.) A general course dealing with matters of classroom management and procedure. Economy of time in the classroom. Discipline. Motivation. The

use of the textbook and collateral reading materials. The problem and project methods. The socialized recitation. Teaching pupils how to think. Directing the study of pupils. Developing the emotions. The use of the concrete—illustrations, dramatization, visual aids, etc. Laboratory technique. Methods of individual instruction—the Dalton and Winnetka Plans. Measuring the results of teaching. Lectures. Class discussions. Individual reports.

46. Practical Experimentation in Education. Dr. Averill and Mr. Mueller. Fourth year. Prescribed. Thirty-eight weeks: four periods weekly; expected outside preparation, three periods weekly. (Two units or three semester-hours.) The aim of this course is to familiarize students with the technique and methodology of scientific experimentation in educational and general psychology, and in the psychology of testing. The experimental work done in the field of educational measurements involves the carrying out of testing programs in such accessible schools as invite the cooperation of the department.

47. (a) Educational Measurements; (b) History of Education. Mr. Mueller. Fourth year. Prescribed. Nineteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (Two units or three semester-hours). (*a*) A general course in the origin, development and present status of intelligence and achievement testing. Practice will be afforded in the administering of many of the best standardized individual and group tests. For this purpose the pupils of the training school and affiliated practice school will be available. Possibilities and limitations of mental and performance measurement. Inspection and interpretation of data. Sufficient study of statistical method to enable students to evaluate data ordinarily procurable in the schoolroom, and to read current professional literature with a fair degree of understanding. Wide collateral reading in the field. Forum discussion of current studies reported in the literature. (*b*) A study of the sources and evolution of modern educational systems and methods. Social ideals of other civilizations and other centuries reflected invariably in educational ideals of the period. A minimum of attention will be devoted to investigating the social ideals of antiquity and mediaevalism save where some permanent and universal principle is come upon. The major portion of the course will be given over to an analysis of the social and educational ideals of the present and near-past in the United States, and an attempt to trace out future lines of evolution. Modern educational methods as suggested by Comenius, Rousseau, Pestalozzi, Froebel, Spencer. Contemporary educational leaders and literature. Educational systems in autocracies, notably Germany and Russia; and in democracies, notably France, England and the United States. Essential characteristics of a school system that shall reflect the underlying principles of the great American democracy.

48. Elementary Hygiene and Methods of Teaching Hygiene. Miss Hodgdon. First year. Nineteen weeks: three periods weekly; expected outside preparation, three periods weekly. A course devoted to the hygiene of the school child and its relations to the aims of the school. Methods of teaching hygiene to children are studied and emphasis is placed upon medical inspection, the sanitation and hygiene of schoolhouses and grounds, and those problems most likely to be encountered in the average school. Only those facts of physiology and anatomy which have special significance for hygiene are considered.

49. Hygiene of Adolescence. Dr. Averill. Fourth year. Prescribed. Nine and one-half weeks: four periods weekly; expected outside preparation, four periods weekly. (One unit or one and one-half semester hours). A course designed for students preparing to teach in junior and senior high schools. The fundamental phases of child health and physical development will be considered, as also methods of teaching health to the adolescent pupil.

50. Mental Hygiene. Dr. Averill. Fourth year. Prescribed. Nine and one-half weeks: four periods weekly; expected outside preparation, four periods weekly. (One unit or one and one-half semester-hours.) A course designed to introduce the student to the general subject of mental health. The hygiene of performance; the hygiene of attitude; the hygiene of the school day; the physical

basis of mental health; habit and the conditioned reflex; the mental health of the subnormal and the accelerated pupil; the normal child; over pressure and overstimulation; the problem child; adjustment and maladjustment; the mental hygiene of the school subjects; the mental health of the pre-school child; the hygiene of instruction; mental hygiene and the home; mental mechanisms; abnormalities and psychoses; neuroses. Considerable time will be given to a consideration and discussion of type cases of maladjustments of an emotional, social, or moral significance in childhood. Assigned readings and reports from the sources; case conferences; clinical visitation; lectures; class discussions.

401. Supervision and Administration. Dr. Aspinwall. Fourth year. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A survey of the practice of school organization and administration, with an investigation of the principles underlying them; a study of the aims, methods and principles of supervision. Individual investigation, special reports, assigned reading.

402. Kindergarten and Primary Theory. (Advanced Course). Miss Kingman. Elective. Nineteen weeks: two periods weekly; expected outside preparation, four periods weekly. (One unit or one and one-half semester-hours.) A course primarily for kindergarten teachers, discussing the newer experiments in kindergarten training and methods, their applicability to specific environments, and the advanced technique demanded to meet these requirements.

403. Ethics. Dr. Aspinwall. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A study of the fundamental principles of morality, with a view to determining their content and to understanding their implications; also a discussion of the application of the principles to the problems of our social life. Lectures and assigned reading.

404. Psychology of the Exceptional Child. Mr. Mueller. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) The psychology of individual differences. Normality versus abnormality. Heredity and eugenics. Civilization levels. Economic and social aspect of feeble-mindedness. Causes of retardation. Disposition of atypical children in the public school system. The special class and the special-class teacher. Perversions and delinquency. Environmental factors in development. Educational content and method for defectives. The accelerated pupil. Advanced types of special classes for gifted pupils. Methods of testing and diagnosis. Lectures, assigned readings and reports. Field observation trips. Laboratory technique.

ENGLISH LANGUAGE.

11. Methods of Teaching Reading in Elementary Grades. Miss Holden and Miss Murray. First year. Nineteen weeks: three periods weekly; expected outside preparation, four periods weekly. A study of methods of teaching reading in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading. Assigned reading, observation, special reports, class discussion.

12. Methods of Teaching Language in the Elementary Grades. Miss Holden. First year. Nineteen weeks: three periods weekly; expected outside preparation, three periods weekly. A study of methods of teaching oral and written expression in the first six grades of the elementary school. Means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, criticism, making of plans.

13. Reading and Language Study for Elementary Grades. Miss Holden and Miss Ricketts. Second year. Nineteen weeks: three periods weekly;

expected outside preparation, three periods weekly. (*a*) A course dealing with the subject-matter of reading suitable for the first six grades of the elementary school and designed to develop a sense of appreciation and to give opportunity of acquiring some skill in choosing and adapting literary material that may be used for reading lessons. (*b*) A review of the subject-matter of oral and written expression as covered in the first six grades of the elementary school, with a study of the underlying principles and practice in applying them. An examination of textbooks in these subjects is also made.

19. Practice Course and Methods of Teaching Penmanship in the Elementary Grades. Miss Toole. First year. Nineteen weeks: one period weekly; expected outside preparation, one period weekly. A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

41. Rhetoric and Composition. Miss Holden. First year. Prescribed. Thirty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Four units or six semester-hours.) A course designed to give much practice in applying principles in order to increase the student's facility in oral and written expression.

42. English Expression. Miss Roe. Second year. Prescribed. Nineteen weeks: three periods weekly; expected outside preparation, six periods weekly. (One and one-half units or two and one-quarter semester-hours.) A continuation of English 41, with a study of models and the writing of formal and informal essays.

43. Advanced English Expression. Miss Roe. Third year. Prescribed. Fourteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) A continuation of English 42, with practice in a variety of forms of writing.

401. Junior and Senior High School English. Miss Roe. Second year. Elective. Nineteen weeks: three periods weekly; expected outside preparation, six periods weekly. (One and one-half units or two and one-quarter semester-hours.) A course similar to Course 13, but dealing with subject-matter suitable for the junior and senior high school. Special reports and assigned readings.

402. Methods of Teaching English in the Junior and Senior High Schools. Miss Roe. Third year. Elective. Fourteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) A study of the principles and methods of teaching oral and written expression in junior and senior high schools. Examination of textbooks. Assigned readings.

FRENCH.

401. Critical Study of the French Language. Miss McKelligett. First year. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) Open to students who have studied French for three years, or who satisfy the instructor of their fitness to profit by it. It is an analytical and synthetic study of the French language, with emphasis upon forms, development of the language, the fundamental principles of grammatical construction and of phonetics. The course calls for much discussion in French, and aims to develop a fluency in oral expression in the foreign language.

In this and the following courses, attention will be given to methods of teaching French. Simple oral and written conversation, dealing with phases of everyday life, will be included.

402. History of French Literature. MISS MCKELLIGETT. Second year. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) Open to students who have passed in French 401. This course will consist of a study of French literature, including the development of the French language; growth of the theatre; the old French epic poems, tracing from them modern prose and poetry; and the history of the people in so far as it affects the literature. The course will be conducted in French, and frequent written reports in French will be required.

403. The Classical Period in French Literature. MISS MCKELLIGETT. Third year. Elective. Twenty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Three units or four and one-half semester-hours.) Open to students who have passed in French 402 or who have satisfied the instructor of their fitness to take it. A study of the place of classicism in the development of the French language and literature, with special attention to selected works of the leading writers of the period. Lectures, discussion, much reading, and special reports, with the aim of cultivating an appreciation of the literary values of this school of French writers. The course will be conducted wholly in French.

404. Selected French Prose and Poetry. MISS MCKELLIGETT. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) Open to students who have passed in French 403. The course will consist of the study of the life and works of representative French poets and prose writers, emphasizing work of a certain century or great movement in the literature, as the nineteenth century, century of Louis XIV, the Romantic movement, etc. The course may, therefore, be taken in two succeeding years. It will be conducted wholly in French.

GEOGRAPHY AND RURAL LIFE.

11. Methods of Teaching Geography in Elementary Grades. MISS PRATT First year. Nineteen weeks: two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly. A study of the point of view and methods of teaching geography in the first six grades of the elementary school, with special attention to the subject-matter involved. Emphasis is placed upon the selection and organization of subject-matter; practice in obtaining geographic information; sources and uses of objective materials; representation in sand and with crayon. Assigned reading, special reports, class discussion.

12. Rural Life and Education. MR. MUELLER. First year. Nineteen weeks: two periods weekly; expected outside preparation, two periods weekly. A course intended to acquaint prospective teachers with some of the problems peculiar to rural schools and rural communities. A limited study is made of the principles and practices of agriculture; management of rural schools; rural organizations and clubs. Assigned reading, field work, visitation of rural schools.

13. Regional Geography. MR. HUBBARD. Second year. Nineteen weeks: three periods weekly; expected outside preparation, three periods weekly. An investigation of the bases upon which the continents may be divided into natural regions; selection and interpretation of the problems that are of the greatest interest and importance in typical regions. Class discussion, map work, and assigned readings.

400. Advanced Regional Geography. MR. HUBBARD. First year. Elective. Thirty-eight weeks: three recitation periods weekly, expected outside preparation eight periods weekly. (Three units or four and one-half semester-hours.) An introductory course for students, in the four year department, who intend to major in geography. Selected regions are studied in detail to show (1) the bases upon which the continents may be divided into natural regions, (2) the causal factors

which have operated in producing geographic results, (3) the relation of their development to other regions of the world. The continents of North America and South America are used as a basis of the work.

401. (a) Mathematical Geography. (b) Geography in the Secondary School. MR HUBBARD. Second year. Elective. Thirty-eight weeks. Three periods weekly. Expected outside preparation eight periods weekly. (Three units or four and one-half semester-hours. (*a*) A course dealing with the mathematical phases of geography that are of most practical importance to teachers. Map projection; determination of latitude and longitude; time relations; movements of the earth. (*b*) A study of the place of geography in the curriculum; types of work suitable for the junior high school and the senior high school. A part of the work in this course includes a study of the regional geography of Europe and Asia.

402. (a) Advanced Physical Geography. (b) Correlation of Geography and History. MR. HUBBARD. Third year. Elective. Twenty-eight weeks: two recitation periods weekly, two laboratory periods weekly; expected outside preparation six periods weekly. (Three units or four and one-half semester-hours.) (*a*) A study of (1) the elements of environment, such as topography, soils, waters, mineral resources, climate, and vegetation; (2) ways in which each of these factors have influenced human affairs. (*b*) A course designed to show through a study of specific examples how the history of a region can be used to interpret its geographic conditions and what influence geography has had upon the great movements of history.

403. (a) Economic Geography. (b) World Relations. MR. HUBBARD. Fourth year. Elective. Thirty-eight weeks: two recitation periods weekly, one laboratory period weekly; expected outside preparation six periods weekly. (Three units or four and one-half semester-hours.) (*a*) A survey of the geographic factors involved in the production and distribution of raw materials, finished products and foods; the location of land and water routes of commerce. Special attention is given to the study of influences of physical environment in determining economic results. (*b*) The purpose of this course is to bring together and organize the geographic knowledge acquired in previous courses in order to form a general concept of the interdependence and relation of different parts of the world; to show the geographic basis of world problems; to understand how our own country is related to world affairs.

HISTORY AND SOCIAL SCIENCE.

12. Methods of Teaching History in Elementary Grades. MISS PRATT. First year. Nineteen weeks: four periods weekly; expected outside preparation, four periods weekly. A study of the aims, principles and methods of teaching history in the first six grades of the elementary schools. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material; a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching such as story telling, picture study, constructive work, project teaching, the use of the sand table and other dramatization.

18. The Constitution of the United States of America. MR. CURRIER. Second year. Nine and one-half weeks: one period weekly; expected outside preparation, one period weekly. A consideration of the adoption of the constitution, its principal provisions, and its application to national and local matters, with suggestions for teaching in the grades.

19. Methods of Teaching Citizenship in Elementary Grades. MISS PRATT. Second year. Nine and one-half weeks: five periods weekly; expected outside

preparation, five periods weekly. A study of the principles and methods of teaching citizenship in the first six grades of the elementary school, starting from the child's point of view. It emphasizes the child as a citizen, and examines the community as the group to which he belongs; it deals with his activities and relationships in the home, the school, the club or the "gang", and, above all, with his feelings, his thoughts and his actions toward the flags of the State and of the Nation; and it directs his attention to the place of his Nation among the Nations of the world. As a part of the course the principles and methods of teaching this subject are studied, recent textbooks and other teaching material are examined, and considerable opportunity is afforded for individual observation of and participation in definite acts of citizenship.

42. Modern European History. Mr. Currier. First year. Prescribed. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) The study of the significant movements in modern European history, such as the growth of modern democratic institutions and the struggles for constitutional government. Attention will be given to the importance of these facts in relation to the history of the United States and their bearing upon modern world events. An investigation of social and economic development.

43. American History. Mr. Currier. Second year. Prescribed. Thirty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Four units or six semester-hours.) The study of the significant movements in American History, such as the development of democratic institutions and the emergence of the present system of government. Attention will be given to the influences exerted by Europe and to the relations of the United States to the rest of the world today. The emphasis will be upon social, intellectual, and industrial progress. Considerable training in the use of reference material and the preparing of papers.

49. Principles of Sociology. Mr. Osborne. Third year. Prescribed. Twenty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Three units or four and one-half semester-hours.) An introduction to the social point of view, with special attention to the investigation of the scope, method and materials of the study of society.

49a. Principles of Economics. Mr. Osborne. Fourth year. Prescribed. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) A study of the basic principles of economics and of the nature of economic reasoning.

401. The Civilization of Ancient and Mediaeval Times. Miss Pratt. Third year. Elective. Twenty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Three units or four and one-half semester-hours.) A study of the development and institutions of the ancient and mediaeval times, tracing the evolution of civilization, with the aim in view of gaining an appreciation of the permanent achievements, and the contributions to modern civilization. Lectures, special reports, extensive collateral reading.

402. Economic History of the United States. Mr. Currier. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) A course to give the student an appreciation of the social and industrial changes wrought by the invention of machinery and by the organization of trade during the last century. Lectures, special reports, extensive collateral reading.

403. American History from 1763 to 1860. Mr. Currier. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) A course providing for intensive study of American history, with special emphasis upon the examination of historial sources and material which aid in the interpretation of history. Lectures, extensive collateral reading, special reports.

408. Comparative Government. MR. CURRIER. Elective. Twenty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Three units or four and one-half semester-hours.) A survey of the governments of the leading modern nations, with the aim in view of discovering through comparison the evolutionary tendencies and trend of present-day political institutions, and of evaluating them in relation to the standards of American democracy. Lectures, assigned reading, individual studies in comparative government.

KINDERGARTEN AND PRIMARY GRADES.

These courses are intended for students preparing to teach in the kindergarten and the first three primary grades. For the full list of courses prescribed for these students, including methods in reading, number, etc., see page 8.

21. Children's Games. MISS KINGMAN. First year. Thirty-eight weeks: one period weekly; expected outside preparation, two periods weekly.

The purpose of this course is (1) to study the play interests and activities of little children as a basis for the selection of suitable play apparatus, rhythms, games and songs; (2) to give the students much practice in playing games and in the use of the play materials and devices; and (3) to study the methods of teaching them to kindergarten children.

22. Educational Materials. MISS KINGMAN. First year. Thirty-eight weeks: four periods weekly; expected outside preparation, four periods weekly. A study of the educational materials of Froebel and Montessori, and of methods of using these or any materials appropriate to the kindergarten and to the lower primary grades. This course aims to study (1) the relative values of play materials—beads, blocks, crayons, clay, paint—and (2) the methods of using them in the education of five-year old children.

23. Directed Study of Children. MISS KINGMAN. First year. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. This is a course in directed observation and study of children. Opportunity is given to see them at work and at play with a view to discovering their interests and capacities, and to determining ways of developing and training them by means of the different activities of the program. Demonstration classes are conducted, with discussions of the work in advance of the lessons and subsequent to them.

24. Education of Early Childhood. MISS KINGMAN. First year. Nineteen weeks: one period weekly; expected outside preparation, three periods weekly. This course is a study of the work of those educators who have emphasized the period of early childhood, such as Comenius, Rousseau, Pestalozzi and Froebel, with special consideration of the theories of Froebel and modern interpretations of them. The purpose is to give an understanding of the historical background of modern kindergarten theory and practice. The study is continued in the second year when the more recent contributions to the work of this period are investigated and evaluated. Attention is given particularly to the writings of Dewey, MacVannel and others, to the work of the Nursery School and to present-day modifications in the application of kindergarten theories.

25. Directed Study of Children (Continued). MISS KINGMAN. Second year. Nineteen weeks: two periods weekly; expected outside preparation, four periods weekly. A continuation of Course 23.

26. Children's Games (Continued). MISS KINGMAN. Second year. Nineteen weeks: one period weekly; expected outside preparation, two periods weekly. This course is a continuation of Course 21, and is conducted on the basis of the students' knowledge of play and the results of their child study, having as aim to teach them how to collect, classify and study games appropriate to the kindergarten and the first three primary grades.

27. Teaching Programs. MISS KINGMAN. Second year. Nineteen weeks: three periods weekly; expected outside preparation, six periods weekly.

This course aims to study the various activities of the Kindergarten Curriculum, and the use of each in the daily, weekly and yearly program. It is a course that is taken at the same time with the practice teaching and provides training in the preparation of lessons and of programs suitable for the kindergarten and grades in which the students do their practice teaching.

28. Organization of the Kindergarten and the Primary Grades. MISS KINGMAN. Second year. Nineteen weeks: one period weekly; expected outside preparation, one period weekly. This course aims to study the standard amounts, the cost and the care of suitable equipment needed in the kindergarten and lower primary departments. It includes also attention to the kinds and qualities of supplies, the ordering of them and of the furniture used in these departments, the method of making inventory, of preserving supplies and of arranging them in an attractive manner.

29. Criticism of Practice Teaching. MISS KINGMAN. Second year. Nineteen weeks: one period weekly; expected outside preparation, one period weekly. A conference of the students engaged in practice teaching in the kindergarten and primary grades, for the discussion of problems and difficulties of the class room, the methods of making plans, of securing attention, of conducting lessons and directing games and other exercises, of the value and use of devices, methods of questioning, etc.

LITERATURE.

11. Children's Literature, Story-telling and Reading Aloud. MISS RICKETTS. First year. Nineteen weeks: three periods weekly; expected outside preparation, three periods weekly. (*a*) A survey of the literary material used in the elementary school, as it is adapted to the different ages, with the aim to develop an appreciation for it, to see its growth, to study the child's literary needs in each grade and to learn to use effectively the material available. (*b*) A course designed to give practice in story-telling and reading aloud, in order to enable the student to do them simply, naturally and effectively. The course deals also with methods of presenting literature to pupils in story form, by reading, etc., as well as the consideration of the various reactions to be attained, such as dramatization, etc. Story hours are planned and the students are encouraged to practice until they succeed in holding the attention and interest of the children. Assigned reading, reports, observation, discussion.

12. English and American Literature. MISS ROE. Second year. Nine and one-half weeks: five periods weekly; expected outside preparation, four periods weekly. A study of selected works of English and American writers, with a view to stimulating a greater love of reading and to developing some power of discrimination in the choice of reading material.

42. Introduction to Literature. MISS ROE. Second year. Prescribed. Nineteen weeks: three periods weekly; expected outside preparation, eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) A more intensive study along the lines of Literature 12.

43. Advanced English Literature. MISS ROE. Third year. Prescribed. Fourteen weeks: four periods weekly; expected outside preparation, eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) Rapid survey of the development of English Literature from Beowulf through the Victorian Era. Brief textbook study is supplemented by detailed study of selections and extensive reading of representative works.

401. Modern Literature. MISS ROE. Second year. Elective. Nineteen weeks: three periods weekly; expected outside preparation, eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) A reading course that includes the study, review and reading of the leading modern novels, short stories, dramas, poems and biographies. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students

to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.

402. Literature for the Secondary School. Miss Roe. Third year. Elective. Fourteen weeks: four periods weekly; expected outside preparation eight periods weekly. (One and one-half units or two and one-quarter semester-hours.) (*a*) A review of the literary material used in secondary schools with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (*b*) A study of methods of teaching literature in the secondary schools. Assigned reading, special reports, lesson planning, discussion and criticism.

403. World Literature. Miss Roe. Fourth year. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) A course designed to acquaint the student with different types of prose and the forms of verse through study of selections from various literatures. Lectures, critical study and much reading.

MATHEMATICS.

11. Methods of Teaching Arithmetic in Elementary Grades. Miss Murray. First year. Nineteen weeks: three periods weekly, expected outside preparation, four periods weekly. A study of methods of teaching arithmetic in the first six grades of the elementary school, with special emphasis upon primary work and with sufficient practice in solving problems to give facility in dealing with fundamental processes. It includes a study of the development of the number concept in the race and child experience, and examination of number materials, of number in construction work, of games, devices and child-experiences which may form the basis of teaching this subject.

12. Applied Arithmetic. Miss Murray. Second year. Nine and one-half weeks: five periods weekly; expected outside preparation, five periods weekly. A course which continues the study of methods of teaching begun in the first year, and which is designed also to give training in the applications of arithmetical processes to the ordinary experiences of life, with much practice in the making and solution of problems. It is concerned, also, with the investigation of courses of study, lesson planning and assignment, and the examination of texts suitable for the different grades, standard tests and the interpretation of their results.

41. Mathematics for Secondary Schools. Miss Murray. Second year. Prescribed. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units or three semester-hours.) A course designed to prepare for teaching the mathematics required in the junior and senior high schools, including a review of arithmetic, elementary algebra and observational geometry, and a study of methods of presenting them. Considerable emphasis is placed upon the commercial and industrial applications of mathematics, and much practical work is required. The aim is to give understanding of subject-matter and facility in applying it.

401. (a) Solid Geometry; (b) Advanced Algebra. Mr. Osborne First year. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester-hours.) A course open to students who can satisfy the instructor as to their ability and previous preparation. A study of the usual theorems and exercises. In this and the following courses, textbooks are examined, types of lessons are studied and planned, and the applications of advanced principles and processes to the work of the secondary school classes in mathematics are considered.

402. (a) Trigonometry; (b) Analytical Geometry. Mr. Osborne Third year. Elective. Twenty-eight weeks: four periods weekly; expected outside preparation, eight periods weekly. (Three units or four and one-half semester-hours.) A study of the usual topics, with a consideration of their use to teachers.

403. (a) Calculus; (b) Mathematical Theories and Methods of Teaching. MR. OSBORNE Fourth year. Elective. Thirty-eight weeks: three periods weekly; expected outside preparation, six periods weekly. (Three units or four and one-half semester hours.) (*a*) A consideration of the practical uses of the calculus. (*b*) A survey of various mathematical principles, together with a study of the newer movements in methods of teaching. Individual exercises and special reports.

MUSIC.

1. Chorus Singing. MISS RICKETTS. First and second years. Thirty-eight weeks: one period weekly; no outside preparation expected. This is a school exercise for all students in all courses in the first two years, and aims to give training in choral singing of part songs. Emphasis is placed upon the choice of material and upon the artistic interpretation of the compositions chosen, with a view to cultivating an appreciation of the best in music.

11. Musical Technique. MISS RICKETTS. First year. Nineteen weeks: two periods weekly; expected outside preparation, two periods weekly. A course designed to give a general knowledge of the subject, including the principles of correct production, practice in ear-training, sight-reading and writing of melodies, as well as a repertoire of rote songs suitable for use in the elementary grades.

12. Methods of Teaching Music in Elementary Grades. MISS RICKETTS. Second year. Nineteen weeks: two periods weekly; expected outside preparation, two periods weekly. (*a*) A study of the best methods of teaching music in the first six grades of the elementary school, and a consideration of a course of study in music suitable for these grades. (*b*) In the latter half of the course special attention is given to songs and methods suitable for upper grades, with the aim of cultivating an appreciation of the meaning, beauty and power of good music.

401. History of Music and Music Appreciation. MISS RICKETTS. Elective. Thirty-eight weeks: two periods weekly; expected outside preparation, four periods weekly. (Two units.) A survey of the forms and styles of music from ancient times to the present; study of special composers and their works; principles of criticism applied to the appreciation of different types of musical composition, with a view to forming proper standards of taste. Open only to properly qualified students.

PHYSICAL EDUCATION.

11. Physical Education for the Elementary Grades. MISS ATKINSON. First year. Thirty-eight weeks; two demonstration periods weekly; expected outside preparation, three periods weekly. A course designed to aid students in improving their physical condition by "follow-up" work after the entrance examination given by the school physician, and to form good habits to promote their physical efficiency by intelligent attention to the laws of health and hygiene. A study of suitable material for schoolroom and playground activities, with demonstrations by fellowstudents.

12. Elementary Physical Education (Continued). MISS ATKINSON. Second year. Nineteen weeks: two demonstration periods weekly; expected outside preparation, two periods weekly.—Nineteen weeks: one recitation period weekly; (five weeks of teaching in the training school). The work of the first year is continued. Practice teaching in the training school is provided. During the apprenticeship, weekly conferences for the discussion of methods are held.

41. Physical Education for the Junior and Senior High Schools. MISS ATKINSON. First year. Prescribed. Thirty-eight weeks: two demonstration periods weekly; expected outside preparation, three periods weekly. (One unit or one and one-half semester-hours.) A course similar to Physical Education 11, but with the emphasis on methods of dealing with older boys and girls.

42. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Second year. Prescribed. Thirty-eight weeks: two demonstration periods weekly; expected outside preparation, three periods weekly. (One unit or one and one-half semester-hours.) The work of the first year continued, with methods for schoolroom and playground activities and class demonstrations by fellow-students added.

43. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Third year. Prescribed. Twenty-eight weeks: two demonstration periods weekly; expected outside preparation, three periods weekly. (One unit or one and one-half semester-hours.) A continuation of the work of the second year, with emphasis on subject-matter, methods and supervision in the junior and senior high schools.

44. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Fourth year. Prescribed. Thirty-eight weeks: two demonstration periods weekly; expected outside preparation, two periods weekly. (One unit or one and one-half semester-hours.) The work of the previous years is continued. Opportunity is given for practice teaching in classes of the first-year students in the Elementary School Teachers' Course.

SCIENCE.

11. Methods of Teaching Nature in Elementary Grades. Miss Hodgdon First year. Thirty-eight weeks: two periods weekly; expected outside preparation three periods weekly. The plant and animal life of the environment is used as a basis for the study of methods of teaching nature study in the first six grades of the elementary school. The course includes a study of the growth and care of a few plants for the house and garden. Courses of study are examined and their value discussed. Students observe in the field, and collect and prepare illustrative material. Assigned readings, reports, observations, field excursions, experiments and discussions.

12. Methods of Teaching Practical Science in Elementary Grades. Mr. Russell. First year. Nineteen weeks: two recitation periods weekly, one demonstration period weekly; expected outside preparation, three periods weekly. A study of subject-matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships in physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

13. Practical Science for Elementary Grades. Mr. Russell. Second year. Nineteen weeks: one recitation period weekly, two demonstration periods weekly; expected outside preparation, three periods weekly. A course supplementary to Science 12, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

41. General Science. Mr. Russell. First year. Prescribed. Thirty-eight weeks: two recitation periods weekly, two laboratory periods weekly; expected outside preparation, five periods weekly. (Three units or four and one-half semester-hours.) A course dealing with the subject-matter to be taught in secondary schools together with methods of teaching it. Emphasis is placed upon the different points of view of pupils found in these grades, and upon the work and methods

that are best adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of this course.

42. General and Civic Biology. Miss Hodgdon. Second year. Prescribed. Thirty-eight weeks: two lecture periods weekly, two laboratory periods weekly. (Three units or four and one-half semester-hours.) A general course intended as a practical introduction to more advanced study of biology and to the social sciences which depend on biological laws. An examination of representative plans and animals, selected from the larger plant and animal groups, for the study of structure, evolutionary relationships and economic importance. Special emphasis will be placed upon biological phenomena which directly affect the community, in order to enable the student to deal with these effectively. Such topics will include: bacteria in relation to clean milk; disease control; nutrition of children; insect pests; city-planting plans; forest, game and health laws. Lectures, demonstrations and laboratory work.

OBSERVATION AND PRACTICE TEACHING.

Observation.—(*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city public schools not far distant from the normal school building, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the normal school, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, twice during the first year, once in the first half year and again in the second half year, the students are assigned, either alone or in groups of two, to the different grades in this school to spend an entire week each time both in observation of teaching and in participation.

Practice Teaching.—(*a*) Special training is given in the training school where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the normal school where general meetings are held for class discussions, criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors and occasionally by the principal.

Platform Exercise for Oral Expression.—During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled school from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching.—A large supply of material has been provided by the normal school for the purpose of aiding the students in their practice teach-

ing. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY.

The textbook and reference library contains over 15,000 volumes, which are easily accessible to the students for classroom use and for individual study. The entire care of the reference books is taken by members of the school, working under the instruction and direction of the school librarian. Besides having this library practice, class librarians are charged with the duties of giving out, recording and, at the end of the term, collecting the textbooks. Each student is given some responsibility and training in this work. In the reading room magazines and newspapers are supplied, and direct training, with a view to forming good habits in reading current periodicals, is given by the teachers of history and social studies.

STODDARD TERRACE.

This building is a dormitory, built on the cottage plan, for the accommodation of twenty girls. It is heated by steam and lighted by electricity, has a comfortable parlor and an attractive music room, and is in every way a convenient and satisfactory school home.

The rates for furnished room and board, together with a limited amount of laundry, are fixed at present for all the normal schools in the State at $300.00 for the school year, payable in advance,—$90.00 at the opening of school in September, $70.00 on December 1, $70.00 on February 1, and $70.00 on April 1. It is to be noted that board is supplied at the cost of materials; but as this is a fluctuating item no definite agreement as to the exact price in the immediate future can be entered upon. These rates, furthermore, are for such time as the school is in session, and for the Thanksgiving recess, but for no other recess or vacation. In case a student desires to remain at the dormitory during a vacation, she may request permission to do so of the principal on the understanding that there will be an additional charge of $8.00 per week during such vacation. The dormitory is not open, however, during the summer.

For temporary absence from the dormitory covering one week or less no rebate will be made to boarders. For absence exceeding one week a rebate will be made for the second and all following weeks at the rate of $5.00 a week.

The house is in charge of a matron and house mother, and students whose homes are not in Worcester are advised to live there. Each room is furnished with bed, bed spread, one pair of blankets, bureau, study table, droplight, rug and chairs. Students are expected to furnish everything else. Napkin rings are not supplied.

LUNCH ROOM.

For a limited number of students and teachers who care to avail themselves of the opportunity, a hot luncheon is furnished at Stoddard Terrace at a price not to exceed the cost of materials.

The rest of the students eat the lunch they have brought from home in the school lunch room. Here many of the necessary furnishings are provided; a hot closet makes it possible to warm food and drink as desired, and boiling water is supplied for the making of cocoa.

GENERAL INFORMATION.

Tuition.

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $50 at the beginning of each half-yearly session. To all students, however, there will be charged an incidental fee of $10 payable at the opening of the school session in September. No refund of this fee will be made to students withdrawing from the school after the first week.

Physical Examination.

Admission to the normal school is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the school session in September, or at some later date set by the principal. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. Expert medical advice is given to those who need it, and systematic instruction is provided in hygiene and physical education.

For use in the gymnasium each student is expected to have dark wool bloomers, white middy blouse, tennis shoes and rubber cap.

Health of Students.

It is the earnest desire of the school authorities to safeguard and promote, in as many ways as possible, the general health of the students. Standing as it does on the brow of one of the city's highest and most beautiful hills, the normal school enjoys a remarkably healthful and invigorating location. The grounds cover some five acres, and are used for many out-of-door games and exercises. Tennis, baseball and volley-ball are encouraged. A well-equipped gymnasium affords opportunity for systematic physical training. Green Hill Park is also within moderate walking distance, and is a frequent objective of bird walks, school picnics and field-day trips during the fall and spring terms.

Employment of Graduates.

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of this school. Members of the senior class usually secure positions either before the close of the school year or during the summer months through interviews with superintendents who visit the school for the purpose of securing teachers to fill vacancies.

The school also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates of the school obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the school. For all these positions better salaries are being offered than ever before, and the conditions of living for teachers are being made increasingly attractive.

State Aid.

The Commonwealth has annually granted to the normal schools a considerable sum of money to be divided among such students as are needy and deserving. This school receives its proper share of such funds, and is able to render assistance to a number of students each year. Applications are to be made to the prin cipal in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Incidental Advantages.

Besides special lectures given each year at the school by prominent speakers, many facilities for general improvement are offered to students by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the school for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history, the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

STUDENT ORGANIZATIONS.

Student-Faculty Council.—This organization, composed of representatives from both faculty and student body, meets periodically to discuss matters of general school welfare and makes recommendations to the students for their consideration and subsequent action.

Welfare Commitee.—Under the guidance of a group of teachers, the students are enlisted to keep the school building neat and orderly. In this way, the students are led to appreciate more fully the difficulties encountered in keeping public buildings clean and to co-operate by a more thoughtful attention to details which make for more pleasant surroundings.

Glee Club.—For those students who have some musical ability, the instructor in music organizes and conducts a glee club, which contributes occasional programs at meetings of the student-body and once or twice a year gives a public concert.

Cercle Français.—Students who have some knowledge of French and who desire to retain or to increase it are given the opportunity in this organization, directed by the instructor in French. Meetings are held twice a month, with varied programs.

Class Organizations.—With the assistance of a committee from the student-faculty council and the advisor of student organizations, the classes are organized for the transaction of business connected with the scholastic and social aspects of the school life. Some training in parliamentary procedure is afforded in the business meetings and in the conduct of the elections.

The school parties and entertainments held from time to time throughout the year are usually conducted by these different organizations.

TODD LECTURE.

The Annual Henry Todd Lectureship was established in the State Normal Schools and the Massachusetts School of Art in 1926. It was made possible by the bequest of Henry Todd, merchant, who died in New York City on March 2, 1849. The original amount was invested and allowed to accumulate during the years until it reached a sum sufficient for this purpose.

The first lecturer under this foundation was Dr. Edward Howard Griggs of Groton-on-Hudson, New York. His subject was "The Influence of the Parent and the Teacher in Character Training and Development." The lecturer for 1927 was Mrs. Dorothy Canfield Fisher of Arlington, Vermont, who spoke on "Creative Reading."

ASSEMBLY PERIOD—LECTURES.

One period a week is set aside for a general assembly of the entire student body and the faculty. At this time, lectures or musical programs are given, the business of the school is conducted, and discussions having to do with the life of the school or with outstanding events in the world at large are held. Since the publication of the last catalogue the following persons have contributed to this program:

Mrs. Eva Whiting White, Head-worker, Elizabeth Peabody House, School for Social Workers, Boston: "Social Results of Immigration."
Miss Helen Kellar, Blind Writer and Lecturer: "The Education of the Blind."
Mr. Charles M. Thayer, Lawyer, Worcester: "The Constitution of the United States."
Dr. Edward H. Griggs, Lecturer, Groton-on-Hudson, N. Y.: "The Influence of the Parent and the Teacher in Character Training and Development."
Messrs. H. R. Cross and M. H. Hammond, Glass workers, Jersey City, N. J.: Lecture and Demonstration on the Making of Glass.
Mrs. Lucia Ames Mead, Lecturer, World Peace Foundation: "International Peace."
Mrs. True Worthy White, Director, Massachusetts League of Women Voters, Boston: "Elections."
Dr. Charles E. Spaulding, Pastor, Methodist Episcopal Church, New London, Conn.: "Mexico, Old and New."
Dr. Edward A. Kirkpatrick, Professor of Psychology, State Normal School, Fitchburg: "Tests and Measurements."
Mrs. Dorothy Canfield Fisher, Author and Lecturer: "Creative Reading."
Mr. George W. Eggers, Director, Worcester Art Museum: "Art in Life."
Professor Herman H. Bachmann, Department of Design, Lowell Textile School: "Art in Industry."
Mr. John W. Odlin, President, John W. Odlin Co., Inc., Worcester: "Art in Advertising."
Professor Frederick W. Reid, Department of Industrial Training and Drawing, State Normal School, Framingham, Mass.: "Art in the Home."
Mrs. Elsie K. Chamberlain, Lecturer, William Filene's Sons Co., Boston: "Art in Dress."
Professor Charles Frederick Whitney, Department of Drawing, State Normal School, Salem, Mass.: "Art in Education."
Dr. William E. Hocking, Department of Philosophy, Harvard University: "Art in the Nation."
Dr. William A. Bryan, Superintendent, Worcester State Hospital: "The Problem Child."
Mr. Frank W. Wright, Director, State Normal Schools of Massachusetts: "The State in Education."
Dr. Ernest W. Butterfield, Commissioner of Education, State of New Hampshire,: "The Lasting Influence of the Teacher."
Miss Sarah A. Marble, Director, Kindergarten Department, Worcester Public Schools: "Impressions of Education Gained in my Trip Around the World."
Miss Marion Franz, Representative, William Filene's Sons Co., Boston: "The Correct Hat for You."
Miss Jennie M. Smith, Missionary to Chile, South America: "Education in Chile."

Faculty Members.

Miss Marguerite C. McKelligett, Teacher of French: "Impressions of Europe and Europeans."
Alfred D. Mueller, Teacher of Education: "Tests and Measurements" and "Horace Mann, Pioneer Educator."
Dr. Frederick M. Cutler, Teacher of History: "Porto Rico, Its People and Customs."
Miss Gertrude V. Wheeler, Supervisor: "Education in South America."
Miss Mary B. Pratt, Supervisor: "The Charm of Rome."
Miss Grace C. Smith, Teacher of Drawing: "Solving a Problem in Civics."
Dr. Lawrence A. Averill, Teacher of Psychology: "Vagabonding in Europe."
Miss Breta W. Childs, Teacher of Biology: "The Biological Evidences of Evolution."
Miss Florence G. Holden, Teacher of English: "With the Indians in Montana."
Miss Harriet M. Bishop, Supervisor: "A Summer in Oxford, England."
Dr. William B. Aspinwall, Principal: "Denver and the Yellowstone Park."

STUDENTS

Graduates of June, 1925. [1]

Candidates for the Degree of Bachelor of Science in Education.

Four-Year Curriculum.

Gale, Marjorie Helen	South Spencer.
Kinniery, Honora Eleanor	Millbury.
Laiviz, Mary Margaret	Worcester
Lof, Marguerite Wahlborg	Worcester
Loughrey, Catherine Rose	Worcester.
Lundgren, Evelyn Charlotte	Worcester.
McAuliffe, Helen Lillian	Worcester.
Mullins, Margaret Constance	Hopkinton.
Peterson, Ebba Augusta	Worcester.
Siiro, Martha Joan	Worcester.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Breen, Margaret Agnes	Hardwick.
Brennan, Anna Frances	Worcester.
Brennan, Mary Florence	Worcester
Brown, Ruth May	Worcester.
Butterfield, Ruth Ella	Coldbrook.
Callanan, Anna Mary	Blackstone.
Casey, Helen Frances	Worcester.
Christiansen, Elsie Marie	Palmer.
Clegg, Edna May	Sharon.
Conroy, Alice Katherine	Spencer
Counihan, Mary Anna	Worcester.
Coyle, Helen Adeline	Worcester.
Crimmin, Eileen Mary	Spencer.
Dahlquist, Florence Olga	Worcester.
Daly, Mary Elizabeth	Webster.
Davidson, Minnie Anna	Millbury.
Doherty, Helen Gertrude	Worcester.
Dudley, Avis Louise	Douglas.
Dudley, Dorothy Reed	Douglas.
Duggan, Helen Gertrude	Worcester.
Fleming, Margaret Rosemond	North Grafton.
Flynn, Mary Alice	Worcester.
Foley, Margaret Alice	Worcester.
Gorman, Margaret Mary	Whitinsville.
Grant, Louise Octavia	Worcester.
Greany, Julia Margaret	North Grafton.
Grogan, Mary Eleanor	Worcester.
Guerin, Katharine Holly	Worcester
Halacy, Margaret Mary	Uxbridge
Jackson, Florence Elizabeth	Hardwick.
Jackson, Hazel Elizabeth	Worcester.
Kassabian, Madelaine Sirvart	Worcester.
Kelliher, Anna Grace	Millbury.
Keough, Helen Frances	Millville.
Kinnevan, Jessie Maude	Worcester
Lynch, Mary Eileen	Worcester.
Madigan, Margaret Theresa	Ware.
Mahoney, Rose Mary	Worcester.
Malley, Mary Elizabeth Frances	Uxbridge.
Malloy, Helen Katherine	West Brookfield.

[1] Included in this issue for purposes of record.

Marshall, Nora Agnes	Worcester.
Matson, Maren Cecelia	Millbury.
Matthewman, Annie Gertrude	Whitinsville.
McCormack, Frances Louise	Worcester.
McGuinness, Anna Irene	Worcester.
McInerney, Mary Ellen	Worcester.
McPartland, Anna Frances	Worcester.
Medin, Elin Eldora	Auburn.
Meyer, Evelyn Sophia	Worcester.
Moore, Mary Grace	Gilbertville.
Mullins, Mary Priscilla	Hopkinton.
Nally, Mildred Elizabeth	Worcester.
Oberg, Lillian Elaine	Shrewsbury.
O'Brien, Margaret Anna	Millbury.
O'Connor, Alice Veronica	Worcester.
O'Connor, Theresa Cecilia	Worcester.
O'Flynn, Mary Gertrude	Worcester.
O'Malley, Frances Elizabeth Anne	Worcester.
Peterson, Sylvia May	Palmer.
Pierce, Margaret Anna	North Brookfield.
Riordan, Katherine Theresa	Worcester.
Roberts, Ruth Miriam	Worcester.
Salminen, Mary Irene	Lunenburg.
Shea, Ella Gertrude	Worcester.
Sherin, Marian	Worcester.
Silvy, Sylvia Rose	Millbury.
Sloane, Margaret H.	Spencer.
Spencer, Mary Dorothy	Worcester.
Sullivan, Anna Josephine	Worcester.
Sullivan, Mary Elizabeth	Worcester.
Sweeney, Dorothy Frances	Worcester.
Thompson, Anna Fay	Worcester.
Toohey, Margaret Rita	Whitinsville.
Toohil, Teresa Elizabeth	Worcester.
Tosi, Helen Margaret	Worcester.
Welch, Marion Catherine	Worcester.

Candidates for the Kindergarten-Primary Teachers' Diploma.

Two-Year Curriculum.

Aronson, Florence Charlotte	Worcester.
Bagley, Irene Gladys	Merrimac
Beighe, Eliza Booth	Fall River.
Cashner, Gertrude Theresa	Worcester.
Erikson, Viola Bertha	Worcester.
Fletcher, Kathryn Newhall	Stow.
Gamzue, Sadie Ida	Holyoke.
Kalin, Charlotte	Worcester.
Mahoney, Margaret Veronica	Worcester.
Mosher, Helen Adeline	Worcester.
Payne, Frances Lucille	Worcester.
Robinson, Elizabeth	Worcester.
Sniederman, Fannie	Worcester.
Sugden, Lelia	Spencer.
Van Buskirk, Edith Mae	Worcester.
Wilmarth, Madelin Alma	Worcester.
Wright, Amy Frances	Clinton.

Graduates of June, 1926. [1]

Candidates for the Degree of Bachelor of Science in Education.

Four-Year Curriculum.

Ahearne, Mary Rita	Worcester.
Beilkin, Rachel Gertrude	Worcester.
Conlon, Anna Elizabeth	Worcester.
Deeter, Sarah Cecelia	Worcester.
Ferguson, Sarah Elizabeth	Worcester.
Hazard, Carrie McKelvey	Harvard.
Holmes, Bertha Eleanor	Southbridge.
Kernozek, Aniela Marie	Worcester.
Laugher, Alice Elizabeth	Shrewsbury.
Marble, Dorothy Ruth	Millbury.
McKenna, Florence Marie	Worcester.
Morton, Evelyn Meriam	Worcester.
Nordmark, Lillian Marie	Whitinsville.
O'Donnell, Kathryn Rosalie	Worcester.
O'Neill, Florence Regina	Worcester.
Oswell, Sylvia Jerolyn	Worcester.
Wheeler, Florence Emma	Rutland.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Beck, Mildred Louise	Worcester.
Belliveau, Marion Frances	Worcester.
Bonci, Emma	West Boylston.
Booth, Myrtle Veronica	Worcester.
Brennan, Elizabeth Agnes	Whitinsville.
Brown, Elizabeth Mary	Worcester.
Buckley, Helen Theresa	Worcester.
Carberry, Julia Ann	Worcester.
Carroll, Gertrude Anna	Worcester.
Chandley, Mary Louise	Worcester.
Coonan, Helena Gertrude	Worcester.
Clarke, Alice Gertrude	Uxbridge.
Conlon, Margaret Elizabeth	Worcester.
Cronin, Helen Dionysia	Worcester.
Donnelly, Irene Mary	Worcester.
Dubiel, Victoria Mary	Fisherville.
Dubois, Anita Eugenie	Worcester.
Dupuis, Florence Evelyn	Worcester.
Ephraim, Helen	Worcester.
Feeley, Katherine Rita	Worcester.
Feighry, Alice Cecelia	Worcester.
Ferguson, Esther Ann	Worcester.
Finnegan, Gertrude Mary	Worcester.
Fogarty, Margaret Agnes	Worcester.
Hagopian, Alice	Worcester.
Hays, Janet Christina	Worcester.
Iago, Claire Genevieve	North Brookfield.
Kane, Mary Dorothy	Worcester.
Kane, Margaret Rosamond	Worcester.
Keeney, Helen Irene	Worcester.
Kirwan, Katherine Anne	Worcester.
Kunin, Dina Mary	Worcester.
Leaflang, Miriam	Leicester.
Leydon, Margaret Mary	Worcester.

[1] Included in this issue for purposes of record.

Loughlin, Margaret Irene	Worcester.
Loungway, Lillian Antonia	Southbridge.
Mahoney, Mary Louise	Worcester.
Mara, Helen Bridget	Worcester.
McCarthy, Anna Esther	North Brookfield.
McKeon, Margaret Christina	Worcester.
Melby, Thelma Alverda	Melvina, Wisconsin.
Moran, Mary Frances	Worcester.
Nuzum, Helen Elizabeth	Worcester.
O'Brien, Margaret Veronica	Oxford.
O'Coin, Ruby Aurelia	Worcester.
O'Grady, Winifred Louise	Worcester.
O'Rourke, Helen Margaret	Worcester.
Padula, Margherita Frances	Worcester.
Papineau, Elizabeth Marion	Worcester.
Peloquin, Jeannette Cecile	Worcester.
Pickerstein, Adele Evelyn	Leicester.
Portle, Dorothy Ursula	Worcester.
Prachniak, Anna Emily	Worcester.
Price, Elizabeth Catherine	Worcester.
Reidy, Helen Margaret	Worcester.
Reidy, Margaret Mary	Worcester.
Riley, Agnes Helen	Worcester.
Ryan, Anna Margaret	Worcester.
Scanlon, Helen Gertrude	Worcester.
Scanlon, Margaret Marie	Worcester.
Shapiero, Dorothy Constance	Worcester.
Shreiar, Etta Kay	Worcester.
Smith, Catherine May	Worcester
Sokolowska, Stephanie Wanda	Ware.
Spurr, Loretta Rose	Worcester.
Sullivan, Dorothy Agnes	Worcester.
Sullivan, Florence Mary	Whitinsville.
Walsh, Margaret Theresa	Millbury.
White, Eva Frances	Worcester.
Yerovitz, Beatrice	Webster.
Zona, Elizabeth Helen	Millbury.

Candidates for the kindergarten-Primary Teachers' Diploma.

Two- Year Curriculum.

Ball, Virginia	Worcester.
Brown, Mildred Lois	Gardner.
Cohen, Ruth	Worcester.
Crombie, Ramona Isabelle	Worcester.
Curtis, Elinor Stewart	Woodville.
Dahl, Grace Signe	Worcester.
Devlin, Margaret Cecelia	Worcester.
Doherty, Mary Frances	Worcester.
Greene, Julia Beatrice	Worcester.
Lester, Rose	Worcester.
Lipschitz, Jeanette Frances	Worcester.
Lobar, Evelyn Lillian	Worcester.
Lupien, Clara Edmona	Oxford.
Mitchell, Katherine Tryon	Springfield.
Pineo, Ella	Westboro.
Reed, Linnie Ellen	Worcester.
Riley, Florence Gertrude	Worcester.
Werme, Evelyn Elizabeth	Worcester.

Students in Residence, 1926--1927.

Fourth Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Adams, Marjorie Olive	North Brookfield.
Balcom, Mildred Irene	Worcester.
Brady, Alice Elizabeth	Leominster
Buckley, Margaret Elizabeth	Worcester.
Charbonneau, Viola Eloise	Worcester.
Connors, Julia Anna	Blackstone
Corliss, Jennie Frances	Worcester.
Eells, Julia Abigail	Worcester.
Foote, Elizabeth Rosemary	Worcester.
Ford, Anna Josephine	Worcester.
Freeland, Evelyn Hart	Sutton.
Hanley, Dorothy Agnes	Worcester.
Jacques, Jeannette Cecile	Worcester.
Kennedy, Catherine Agnes	Worcester.
Kennedy, Helen Veronica	Worcester.
Kristianson, Cecilia Marie	Worcester.
Silvy, Blanche Harriet	Millbury.

Third Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Ahearne, Sarah Magdelen	Worcester.
Begin, Annette Lillian	New Bedford.
Carney, Isabelle Mary	Worcester.
Courtney, Elizabeth Mary	Worcester.
Coyle, Frances Eleanor	Worcester.
Dowd, Edna Marian	Worcester.
Farley, Marie Marguerite	Worcester.
Gallotte, Marion Jewell	Auburn.
Griffin, Helen Magdalen	Worcester.
Hansen, Anna Ibsen	Bolton.
Lewis, Lillian Marion	Worcester.
Marcus, Blanche Bernice	Worcester.
Martin, Frances	Worcester.
Nadler, Sophie	Worcester.
Nye, Beatrice Anna	Oxford.
Perry, Madeline Veronica	Fitchburg.
Poeton, Edna Louise	Southbridge.
Reardon, Gergtrude Ellen	Worcester.
Ryan, Mary Eileen	Worcester.
Spencer, Shirley Elizabeth	Whitinsville.
Sullivan, Anne Russell	Worcester.
Werme, Evelyn Elizabeth	Worcester.

Second Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Aegis, Ida Mary	Spencer.
Cairns, Mary Gertrude	Worcester.
Harney, Helen Ruth	Worcester.
Hickey, Reubenna Mary	Newton.
Leach, Mary Florence	Brookfield.

Mahoney, Eileen Virginia	Westboro.
Manzi, Emily Mary	Worcester.
McGrail, Florence Elizabeth	Worcester.
Nystrom, Grace Marion	Worcester.
Palmer, Helen Anne	Worcester.
Pollard, Ruth Halstead	Southbridge.
Prest, Ruth Appleton	Manchester.
Salmon, Julia Agnes	Worcester.
Terry, Marion Olive	East Brookfield.

Candidates for Elementary School Teachers' Diploma.

Two-Year Curriculum.

Avery, Evelyn Manter	Webster.
Barry, Helen Marie	North Grafton.
Belanger, Juliette Florence	Fall River.
Bourie, Doris Mary	Warren.
Boylan, Marguerita Anna	Worcester.
Brady, Mary Eleanor	Worcester.
Buckley, Doris Eleanor	Ware.
Burns, Margaret Mary	Millville.
Carlson, Helen Viola	Holden.
Connor, Marguerite Marie	Worcester.
Cooney, Ruth Mary	Cherry Valley.
Cottrell, Ella Frances	Middlefield.
Crane, Mildred Margaret	Merrimac.
Cronin, Catherine Agnes	North Brookfield.
Davis, Marjorie Frances	Charlton.
Deviney, Anna Mae	Millbury
Doherty, Catherine Agnes	Worcester.
Dowling, Florence Mae	North Brookfield.
Dulligan, Agnes Veronica	Worcester.
Farrand, Hannah Grace	Uxbridge.
Farrell, Margaret Kathleen	Farnumsville.
Feighry, Helen Agnes	Worcester.
Fleming, Nora Agnes	Worcester.
Foley, Gertrude Eileen	Worcester.
Foy, Anna Helene	Worcester.
Friedman, Lillian	Worcester.
Friedman, Sophie	Worcester.
Galliher, Margaret Mary	Worcester.
Garde, Margaret Anne	Ware.
Gardiner, Grace Wordell	Fall River
Giard, Florence Irene	Blackstone
Goodale, Pauline Edna	Worcester.
Hammond, Lucy Ruggles	Charlton.
Haringa, Jennie	East Douglas.
Hastings, Viola	Spencer.
Healey, Helen Breen	Worcester.
Higgins, Emma Elizabeth	Worcester.
Hubbard, Ramah Edith	Boylston.
Hurwitz, Ethel	Worcester.
Iago, Helen Marguerite	North Brookfield.
Jarvis, Octavie Marie Louise	East Douglas.
Jette, Irene Dora	Saundersville.
Johnson, Elizabeth Martha	Worcester.
Johnson, Ruth Elizabeth	Worcester.

Kenney, Bernice Mary	Westboro.
Kennedy, Winifred Cecilia	Worcester.
King, Louise Eliza	West Brookfield.
Kittredge, Mary Frances	Worcester.
Lawler, Margaret Mary	Worcester.
Malboeuf, Margaret Emily	Ware.
Mahan, Ruth Evelyn	Charlton.
McCarron, Nora Frances	Worcester.
McCarthy, Venetta Mary	Blackstone.
McGourty, Kathleen Veronica	Worcester.
McGuiggan, Mary Catherine	Worcester.
McHugh, Elizabeth Frances	Worcester.
Meyer, Florence Eloise	Millbury.
O'Flynn, Angelina Julia	Worcester.
Patrick, Vitalija Anna	Spencer.
Posner, Minna Nahama	Worcester.
Prendergast, Mary Frances	Worcester.
Rice, Loretta Catherine	Worcester.
Robinson, Grace	Worcester.
Rollins, Ellen Harriet	Worcester.
Rourke, Elizabeth Agnes	Worcester.
Sahlman, Esther Irene	Worcester.
Sawyer, Rosamond Blake	Ware.
Scanlon, Lillian Esther	Worcester.
Simpson, Rosamond Anna	Worcester.
Sohlberg, Ethel Olive	Worcester.
St. George, Ethel L.	Warren.
Stevens, Lucy Seraph	Charlton.
Sullivan, Mary Agnes	Worcester.
Talbot, Geraldine Claire	Worcester.
Troy, Loretta Pauline	Worcester.
Turner, Clara Barton	Oxford.
Viens, Irene Adeline Frances	Worcester.
Walsh, Mary Catherine	Spencer.
Yoffe, Ida Rachel	Worcester.

Candidates for Kindergarten-Primary Teachers' Diploma.

Two-Year Curriculum.

Bergin, Mary	Rochdale.
Bergstrom, Grace Louise	Worcester.
Burke, Isabelle Margaret	Worcester.
Carrigan, Kathryn Teresa	Worcester.
Cotton, Pauline	Worcester.
Forbes,Marjorie Isabel	Brockton.
Galvin, Mary Veronica	Roxbury.
Gibbons, Helen Mary	Pepperell.
Kneeland, Marjorie Abbie	Worcester.
Lenk, Ruth Margaret	Cherry Valley.
Mintz, Frances	Worcester.
Rhodenizer, Evelyn May	Worcester.
Rollins, Alice White	North Brookfield.
Shepard, Marion Louise	Worcester.
White, Julia James	Springfield.

First Year Students.

Candidates for the Degree of Bachelor of Science in Education.

Four-Year Curriculum.

Barnum, Beulah	Southbridge.
Batchelder, Ida Louise	Webster.
Berman, Rose Leslie	Milford.
Boylan, Irene Mary	Worcester.
Brady, Alice Antoinette	Worcester.
Cederstrom, Vera Louisa	Gloucester.
Cofske, Claudia Eleanor	Millbury.
Cross, Alice Winifred	Holden.
Duesel, Gladys Christine	Worcester.
Ford, Catherine Elizabeth	Grafton.
Fowler, Marion Viola	Worcester.
Gagliarducci, Concertina Maria	Springfield.
Gilchrist, Martina Gladys	Worcester.
Gleason, Narcissa Elizabeth	Holden.
Hall, Bertha Charlotte	Worcester.
Hardy, Mary Teresa	Worcester.
Hofstra, Ruth Mildred	Millbury.
Koivumaki, Ellen Elvira	Worcester.
Lefebvre, Loretta Marguerite	Worcester.
Lubelczyk, Cecelia Leona	Gilbertville.
Madigan, Eileen Claire	Worcester.
McDermott, Elizabeth Patricia	Worcester.
McElroy, Doris Mary	Worcester.
McKenna, Mary Jane	Worcester.
Melican, Marion Grace	Worcester.
Miller, Marjorie Armitage	Worcester.
Negrotti, Chilistine Marion	Hopedale.
O'Connor, Mildred Sexton	Worcester.
O'Connor, Noreen Butler	Worcester.
Peabody, Mary Beatrice	Worcester.
Phillips, Mary Underwood	Webster.
Prior, Camilla Elizabeth	West Stockbridge.
Raymore, Sylvia Irene	North Brookfield.
Remmert, Marion Daly	Warren.
Rock, Marjorie Abbie	Plymouth.
Sanborn, Dorothy Ellclar	Palmer.
Shapiro, Minnie Anna	Worcester.
Snow, Amelia Cecile	North Oxford.
Swartz, Esther	Worcester.
Tisdale, Alice Maryt	Leominster.
Wheeler, Ethel Lois	Worcester.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Anderson, Eleanor Mae	East Douglas.
Anderson, Ellen May	Worcester.
Braney, Alice Gertrude	Millbury.
Brodeur, Gertrude	Worcester.
Brown, Marjorie Marion	Worcester.
Cahill, Catharine Theresa	Worcester.
Campbell, Marion Margaret	Worcester.
Canavan, Dorothy Elizabeth	Webster.
Clark, Dorothy Barton	Oxford.
Clark, Marion	Worcester.
Cohen, Lillian Adelle	Worcester.

Costello, Alice Patricia	Worcester.
Coyle, Margaret Christine	Worcester.
Croce, Camilla Adeline	Worcester.
Daley, Mary Agnes	Worcester.
Dineen, Ellen Marie	Worcester.
Donahue, Mary Reigna	Blackstone.
Donohue, Anna Agnes	Worcester.
Dorsey, Evelyn Mary	Worcester.
Durrell, Grace Irene	Boylston.
Fogarty, Mary Ellen	Worcester.
Germain, Eileen Claire	Worcester.
Gibbons, Sara Catherine	Clinton.
Gilligan, Frances Olive	Worcester.
Glennon, Anna Gertrude	Millville.
Glixman, Vera Celia	Worcester.
Gove, Marion Phyllis	Uxbridge.
Harrington, Mary Patrice	Worcester.
Harrison, Hazel Mary	Worcester.
Hefferman, Marion Irene	Worcester.
Higgins, Margaret Beryl	Worcester.
Hodgdon, Caroline Imogene	Spencer.
Horan, Mildred Elizabeth	Worcester.
Jacques, Marguerite Rita	North Oxford.
Jaffe, Rose	Worcester.
Johnson, Agnes Greene	North Grafton.
Johnson, Dorothy Marion	Palmer.
Kelley, Mildred	Worcester.
Kennedy, Greta Mary	Pittsfield.
Madaus, Mary Elizabeth	Worcester.
Mann, Emily Amelia	Worcester.
Maxwell, Lillian Ruth	Worcester.
McEntee, Kathryn Veronica	Blackstone.
McEvoy, Kathryn Margaret	Worcester.
McKeon, Loretta Philamena	Worcester.
McNulty, Catherine Isabel	Worcester.
Meehan, Kathryn Rita	Worcester.
Melican, Gertrude Catherine	Worcester.
Mitchell, Grace Katherine	Worcester.
Moore, Catherine Barbara	Gilbertville
Moran, Honora Agnes	Worcester.
Murphy, Catherine Agnes	Blackstone.
Nyberg, Esther Mathilda	Worcester.
O'Connor, Margaret Veronica	Worcester.
O'Connor, Mary Loretta	Worcester.
O'Reilly, Julia Virginia	Worcester.
Powers, Helen Theresa	Worcester.
Provost, Margaret Elizabeth	Worcester.
Quinn, Clare Elizabeth	Worcester.
Roberts, Dora Priscilla	Shrewsbury.
Russell, Ruth Louise	Worcester.
Ryan, Eleanor	Worcester.
Shea, Frances Ursula	Worcester.
Stone, Lillian Mae	Worcester.
Stromberg, Alfhild Esther	Worcester.
Sullivan Catherine Mary	Worcester.
Sullivan, Mary Rita	Worcester.
Tankel, Evelyn Shirley	Fall River.
Tobin, Alice Cecilia	Worcester.
White, Idella Elma	Uxbridge.
Yoffe, Dora	

Candidates for the Kindergarten-Primary Teachers' Diploma.

Two-Year Curriculum.

Ahearn, Helen Agnes	Worcester.
Cutter, Glenna Helen	Worcester.
Jones, Margaret Lewis	Worcester.
Jontsi, Anne Marie	Worcester.
Kalin, Sophie Frances	Worcester.
Kendall, Dorothy Grace	Worcester.
King, Marion Ellis	Milford.
Lantz, Virginia Eleanora	Worcester.
Mandeville, Kathryn Gladys	Worcester.
McDonald, Helen Louise	Worcester.
Morgan, Martha Byrne	Worcester.
Nichols, Elizabeth Eaton	Worcester.
Nutting, Hazel Mae	Worcester.
O'Connor, Helen Josephine	Worcester.
Seder, Roslyn Virginia	Worcester.
Smith, Ruth Lillian	Whitinsville.
Sniederman, Helen	Worcester.
Stevens, Margaret Lyons	Worcester.
Wheeler, Mercie Helen	Rutland.
Wheeler, Phyllis Edith	Worcester.

GRADUATES' ASSOCIATION.

Officers.

President	Miss Mary K. McAuliffe	Class of 1905.
Vice-President	Miss Nellie I. Truchon	Class of 1897.
Secretary	Mr. Harry A. Boyle	Class of 1918.
Honorary Secretary	Miss Arabella H. Tucker	Class of 1876.
Treasurer	Mr. William F. Butler	Class of 1899.

Executive Committee.

Mrs. Rose Boyle Herbert	Class of 1894 and Class of 1924.
Miss Evelyn M. White	Class of 1920.
Mr. John J. Drohan	Class of 1918.

Committee on Necrology and Friendly Offices.

Mr. John E. Lynch	Class of 1884.
Mrs. Carrie Stone Woodward	Class of 1882.
Miss Florence G. Holden	Class of 1900.

Auditors.

Miss Margaret E. Flynn	Class of 1894.
Miss Annie J. Butterfield	Class of 1887.
Miss Mary V. McDonald	Class of 1916.

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[#2]

Courses of Study

TWO-YEAR KINDERGARTEN-PRIMARY TEACHERS' CURRICULUM.

TWO-YEAR ELEMENTARY SCHOOL TEACHERS' CURRICULUM.

FOUR-YEAR CURRICULUM, LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION, TO PREPARE TEACHERS FOR ELEMENTARY AND JUNIOR AND SENIOR HIGH SCHOOLS.